

TCAP Achievement, Grade 4, Mathematics
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Number Sense/Number Theory	
SPI#	State Performance Indicator
4.1.1	Represent whole numbers to 9999.
4.1.2	Compare and order whole numbers to 9999 using the appropriate symbol (<, >, =).
4.1.4	Read and write numbers from hundred-thousands to hundredths.
4.1.5	Identify the place value of a given digit from hundred-thousands to hundredths.
4.1.6	Identify fractions as parts of whole units, as parts of sets, as locations on number lines, and as divisions of whole numbers.
4.1.8	Use estimation to select a reasonable solution to a whole number computation involving addition, subtraction, or multiplication.
4.1.10	Represent whole numbers up to 10,000 in expanded form (1000's + 100's + 10's + 1's).
4.1.12	Represent numbers as both improper fractions and mixed numbers.
4.1.13	Generate equivalent forms of whole numbers, commonly used fractions, and decimals.
Computation	
SPI#	State Performance Indicator
4.1.3	Solve one-step real-world problems involving addition or subtraction of whole numbers.
4.1.7	Multiply efficiently and accurately with single-digit whole numbers.
4.1.9	Add and subtract decimals (includes monetary units).
4.1.11	Add and subtract fractions with like denominators.
Algebraic Thinking	
SPI#	State Performance Indicator
4.2.1	Solve open sentences involving addition and subtraction.
4.2.2	Extend numerical and geometric patterns.
4.2.3	Determine the function rule for data in a function table.
4.2.4	Connect open sentences to real-world situations.
4.2.5	Solve open sentences involving multiplication and division.
4.2.6	Apply basic function rules.
4.3.6	Locate and specify points in Quadrant I of a coordinate system.
Real World Problem Solving	
SPI#	State Performance Indicator
4.1.14	Solve one-step real-world problems involving addition, subtraction, or multiplication of whole numbers and/or decimals.
4.4.6	Solve real-world problems involving addition and subtraction of measurements.
4.4.7	Solve real-world problems involving elapsed time to the quarter-hour.
Data Analysis and Probability	
SPI#	State Performance Indicator
4.5.1	Interpret data displayed in bar graphs and pictographs.
4.5.2	Connect data in tables to pictographs, line graphs, or bar graphs.
4.5.3	Determine the most likely, least likely, or equally likely outcomes in simple experiments.
4.5.4	Select all possible outcomes of a simple experiment (i.e., spinner, coin toss, number or color cube)
4.5.5	Determine the median of a data set.
Measurement	
SPI#	State Performance Indicator
4.4.1	Read temperature using Fahrenheit and Celsius scales.
4.4.2	Find the perimeter of rectangles.
4.4.3	Tell time on the minute.
4.4.4	Measure length to the nearest ¼ inch or nearest centimeter.
4.4.5	Use estimation to determine if a length or volume measurement is reasonable.
4.4.8	Apply the formula for finding the area of a rectangle.
4.4.9	Select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles.

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Geometry	
SPI#	
4.3.1	Identify points, lines, and rays.
4.3.2	Recognize congruent geometric figures.
4.3.3	Identify lines of symmetry for two -dimensional geometric figures.
4.3.4	Identify the result of a transformation (flip or slide) that has been applied to a simple two-dimensional geometric shape.
4.3.5	Identify two- or three-dimensional shapes given defining attributes;

SPI# -- Grade Level. Content Standard Number. Performance Indicator Number

Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 01/08/04